



King's Court First School

Special Educational Needs and Disabilities Information Report



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All children and young people are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood. We believe that it is the responsibility of King's Court First School to provide good teaching and holistic support for all children and it is particularly important that children who have most difficulty with their learning are taught by good quality teachers.

What kinds of special educational needs and disabilities are provided for at King's Court?

At King's Court First School we provide for a range of Special Educational Needs and Disabilities including, but not limited to, speech and language delay, social communication and autism, learning difficulties, specific learning difficulties, sensory processing disorder, social, emotional and mental health, visual and hearing impairment and some physical disabilities.

King's Court is fully accessible as it is on one level, however we do not have specialist lifting or physiotherapy equipment so we would encourage parents to visit to see if their child's needs can be met through reasonable adjustment within the school.

How does King's Court know if children and young people have special educational needs and disabilities and need extra help?

At King's Court First School, we have a regular cycle of Assess, Plan, Do, Review (in line with the Special Educational Needs Code of Practice 2015.)

Assessment, including both formal and informal strategies, is used to identify pupils' strengths, progress and challenges in both learning and behaviour which, in turn, helps teachers to plan lessons that are accessible and meet their learning needs. This is part of the Assess – Plan – Do – Review cycle.

Assessment strategies include:

- Progress in Reading Assessments (PIRA)
- White Rose Maths Assessments
- Spelling Shed Programme
- PM Benchmarking
- Boxall Profile

- Marking
- Observation
- Cold and Hot tasks (tasks at the beginning and end of a unit of work)
- Teacher Assessment

What should I do if I think my child/young person may have special educational needs/disabilities?

If you believe your child is experiencing difficulties in school, the first person to speak to is the class teacher. They will listen to your concerns and:

- Observe, and possibly assess, your child (Assess)
- Make adjustments to the curriculum if necessary (Plan, Do)
- Feedback their observations and actions in a timely manner (Review)
- Share their findings with the SENDCO if they believe your child may need more support (Review)
- Set targets or take further action if required (Assess, Plan, Do)
- Keep a record of your concerns

What teaching strategies does King's Court use to support children with special educational needs and disabilities?

At King's Court First School, **all teachers are teachers of SEND**, therefore staff are well trained. The learning environment of the school is supportive to **all** learners, offering a suitable and flexible curriculum for pupils to meet the range of learning needs.

We adopt a graduated approach to the provision of support, with Quality First Teaching as the cornerstone. Quality First Teaching means that teachers utilise a range of teaching methods to enable the widest number of pupils can access all lessons, thereby reducing the need for interventions and extra support.

This might include:

- Differentiation or personalisation of task and teaching style
- Arrangements to support the use and delivery of approaches and materials for learners with specific learning difficulties (SpLD) which may include multi-sensory teaching strategies, a focus on phonological awareness and motor skills programme.
- Use of scaffolding for learning across the curriculum.
- Evidence based interventions
- Effective use of recommended adaptive resources for individual learning eg, pencil grips, movement cushions, large print, noise defenders
- Use of specialised IT equipment to implement specific recommended programmes and applications to support learning.

What additional support is available to help my child with their learning including specific interventions provided and adaptations to the curriculum and learning environment?

King's Court First School offers a range of interventions to support pupils with SEND, but these are also available for pupils who do not have SEND as part of the graduated approach.

- Nurture Group
- Emotional Literacy Support Assistant (ELSA)
- Speech and Language
- Colourful Semantics



The impact of interventions is critically evaluated, and alternative approaches may be explored to establish whether they would result in better outcomes for learners.

How is the decision made about what type and how much support my child will receive?

Decisions are based on:

- Discussion between teachers and parents/carers.
- Results of on-going assessment throughout the year.
- The extent of their needs.

How will I (the parent) be involved in planning for and supporting my child's learning?

On a day-to-day basis, the first point of contact for parents will always be the class teacher. In common with other parents, there are termly progress meetings, but our teachers are happy to discuss progress at other times too, ranging from informal chats on the door to pre-arranged meetings to discuss specific issues. We make a promise to discuss any concerns that we may have about your child's progress at the earliest possible time.

Additionally, parents of pupils with SEND will be offered two meetings with the SENDCO each year to review support and progress. We will try to enable the class teacher to attend these meetings too, but this may not always be possible due to other commitments in school.

General information will be available through our reading record books, website, communication via Arbor and Class Dojo, but we will always meet with you face to face if we are concerned about your child.

If your child is placed on the register of Special Educational Needs and Disabilities, then we will contact you annually to make you aware of this, likewise if your child is taken off the SEND register because their difficulty has been resolved, we will let you know. You will receive a copy of their support plan and will be involved in reviewing the targets and setting new ones.

How will my child be involved in his/her own learning and decisions made about his/her learning?

Our pupils are very young when they join us, but we have a policy of beginning to involve them in the graduated approach (assess, plan, do, review process) setting and reviewing targets and identifying their own learning strategies. This can be achieved through age appropriate formal and informal conversations using visual and communication aids and structured activities.

In this way, pupils are helped to understand their own barriers to learning and to value their achievements; to contribute to the targets they are working to achieve; and to participate in decisions.

How do you check and review my child's progress?

Class teachers monitor pupil progress through formal and informal methods on a daily basis, which provides the most detailed information about how pupils are progressing. (see above for more detail about assessment) Additionally, analysis of pupil data is used to inform practice and ensure progress for all learners, including SEND. This is supplemented with classroom observations and monitoring of pupils' work.

How do you know if the provision for children with SEND at is working?

It is important that Interventions make a difference to pupil progress and have the impact of removing barriers to learning. All our interventions are proven to make that difference. The effectiveness of interventions is evaluated by the teacher and monitored by the Senior Leadership Team (SLT) to determine the impact on pupil's academic progress and personal development.



Where possible, pupils are assessed (see above) at the beginning of the intervention (entry data) and after one term (exit data.) However, to avoid creating unnecessary stress through testing for pupils, this assessment might be part of their usual lessons, or might be an observation of progress in the classroom, for example, by comparing their work at the beginning and end of term.

What support is available to promote my child's emotional and social development?

We have whole school approaches to promote wellbeing and resilience of learners and have an inclusive ethos which underpins all classroom practice. We are working towards our platinum status of being an Attachment Awareness school which has focused on the impact of early childhood experiences on children's well-being. We use curriculum time such as Personal, Social and Health Education (PSHE) and MyHappyMinds to explicitly teach well-being strategies, de-escalation and self-management. Building resilience is important for all learners but particularly those with a Social, Emotional and Mental Health (SEMH) difficulty.

Our behaviour policy promotes the use of restorative approaches to build, maintain and repair relationships, and we are pro-active with our focus on anti-bullying work. The behaviour policy emphasises choice rather than control, but with firm but flexible boundaries which provide certainty and consistency.

We use the Boxall Profile and Strengths and Difficulties Questionnaire to assess SEMH needs to help staff understand the barriers that learners face.

Pupils with SEMH difficulties have an identified key adult with whom they can build positive and trusting relationships. All pupils have access to adults through Bubble Time, which enables them to discuss any worries or concerns they may have with an adult with whom they feel comfortable.

Provisions for pupils with SEMH difficulties include:

- Nurture Group
- ELSA
- Bubble time
- Calm room
- Key adult

How will you prepare my child young people to join their next year group or school?

Appropriate support and collaborative work to meet individual needs is given for pupils moving to a new year group or on to Middle School. Class teachers meet the SENDCO and the teachers in the new school and extra transition visits are arranged if needed. We have particularly close links with St Peter's Middle School, and the SENDCO will come to King's Court to meet the children as well as offering graduated visits if necessary.

How accessible is the school environment?

The Equality Act 2010 is embedded in all policies and practice in the school. All staff understand the term 'reasonable adjustment' and are familiar with the Equality Act, including accessibility requirements. These are also reflected in the overarching teaching and learning policy.



Is your school wheelchair accessible?

The school is fully accessible to wheelchair users as it is single storey, and all entrances have ramps. There are no automatic doors, but corridors and doors are sufficiently wide as to be accessible. However, we do not have lifting or changing facilities.

Have adaptations been made to the auditory and visual environment?

To date, no adaptations have been necessary.

What changing & toilet facilities does the school have for children and young people with SEND?

The school has two disabled toilets. One located in the community library and one in the EYFS corridor. We do not have facilities for changing children who need high levels of personal care.

Do you have disabled car parking for parents?

One space is available on the driveway to The Gatehouse Studio, which is on site.

What if my child needs specialist equipment or facilities?

We will make every effort to provide the equipment and resources your child needs, however we do not currently have specialist lifting or physiotherapy equipment. We also do not currently have facilities for personal care for older children (ie. a specialist changing room.)

How will my child/young person be included in activities outside the classroom including physical activities, school clubs and school trips?

As an inclusive school we plan to ensure that all children can take part in activities outside the classroom. When planning school trips, we consider the needs of all the children and research the facilities available at any potential venue/organisation to ensure all can participate. Where appropriate we will talk to you about making sure your child will be able to participate and remain safe. A full risk assessment is in place for all trips.

With regard to staff who support children with SEND, what expertise do they have and what training have they undertaken?

All teaching staff an understanding and a skill level that ensures they understand how to make their teaching accessible for learners with SEND. They understand not only the most effective strategies to support learning, but also the range of assessments, provisions and interventions available.

Staff have the confidence and capability to plan for individual learner's needs and adjust their teaching and activities (including homework) accordingly.

We currently have staff who have undertaken specific training to deliver:

- Attachment Awareness and Emotion Coaching
- Emotional Literacy Support Assistant
- Nurture group
- Speech and Language
- Autism support
- ELKLAN – speech and language

What other agencies do you involve to meet the needs of my child/young person and how can I access support from these agencies?

We make timely and effective use of outside agencies to help us meet the needs of individual children. Whenever we do so, we will inform you beforehand and will always ask for your permission to discuss your child with other professionals. These include Educational Psychology Service, School Nurse, Speech and Language Therapists, SHINE (for children with an ASD diagnosis), Early Help Advisory Team, Occupational Therapists, Behaviour Support Services and the Children and Adolescent Mental Health Service.

Who should I contact to find out about other support for parents/carers and families of children and young people with SEND?

You can contact the Information, Advice and Support Service for Windsor and Maidenhead who provide impartial information and advice on matters relating to Special Educational Needs and Disabilities for children and young people aged 0-25 and their families

Tel: 01628 683182 Email: IAS@rbwm.gov.uk Website: <http://ias-rbwm.co.uk/>

Please follow this link to the Royal Borough of Windsor and Maidenhead's Local Offer for information about other services that might be available to support your child/young person: www.rbwm.gov.uk/localoffer

Are you aware/familiar with the requirements of the Equality Act 2010?

Yes, these are embedded in school policies and working practices.

Where can I find other school policies relating to SEND?

The following SEND policies are available on the school website.

<http://www.kingscourtschool.com>

- SEND Policy
- Accessibility Plan
- Safeguarding Policy
- Data Protection Policy
- Behaviour Policy
- Equality Policy
- RBWM Medical Needs Policy
- Intimate Care
- Whistleblowing Policy
- Positive Handling Policy
- Sex and Relationships Policy
- Mental Health and Well-being Policy

What records will you keep about my child?

We must consider carefully the balance between confidentiality and the need for teachers to have sufficient information to make the curriculum accessible to your child.

We will keep copies of reports from health or other specialists so long as they provide relevant information for use by the school. We will keep records of the Assess, Plan, Review, Do cycle in the form of support plans and other documents. These will be stored on the school Drive, which is password protected. The SENDCO and the class



teacher will keep relevant paper copies and a copy will be added to your child's central school file to ensure that there is a single coherent record.

Email exchanges (for example with a specialist) will be stored securely and not shared beyond those directly involved.

A record is added to Arbor if your child is on the SEND register. This will transfer to the next school when your child moves on.

Can I see the records?

You will be sent a copy of the current support plan and can request to have copies of any other records, as described in the Data Protection Act 2018.

Who else will be able to see my child's records in school?

Only the class teacher and the SENDCO will have access to your child's records on day-to-day basis. The Headteacher and school administrators will be able to access the files if necessary, although this would happen only rarely.

Will you share my child's records with other agencies?

We will only share information if you give explicit, written consent. This may be necessary to make referrals to outside agencies.

How will you ensure that my child's records are stored securely?

All information stored digitally can only be accessed by authorised users. Paper copies are stored securely in classrooms and will not be taken off site, unless in very specific circumstances such as remote home working or teaching.

How can I access my child's records?

In the first instance, speak to your child's class teacher who will be happy to make a copy of the class file. You can also request to see the information held by the SENDCO and in your child's central file. This request should be directed through the school office. Finally, under GDPR you can formally request the records through the Data Protection Officer, who is Mrs Susan Pye-Baraet.

Do you provide any other resources for children and young people with SEND?

The school website contains information about a wide range of services and is updated on a regular basis.

What do I need to do if I have a concern or complaint about the school and its provision for my child/young person?

At King's Court First School we have an open-door policy. There is always a member of staff available for a quick chat or to pass on messages to the class teacher, who will respond as soon as they are free to do so. Concerns are dealt with quickly and efficiently. However, if you feel you need to make a complaint, a copy of our complaints procedure is available on the school website. <http://www.kingscourtschool.com>



Glossary

Autism	Autism is part of the autism spectrum and is sometimes referred to as an Autism Spectrum Condition (ASC)
Annual Review	The Review of a Statement of Special Educational Needs (SEND) or Education, Health and Care Plan that a local authority must make within 12 months of making a Statement of SEND/EHC Plan or of the previous review.
Behaviour Support and Well Being Service	Behaviour Support & Wellbeing outreach workers are part of RBWM Psychology, Wellbeing and Schools Support Service. They work with a number of RBWM schools in a variety of ways, supporting staff, children and their families to understand and manage difficult behaviour to improve emotional wellbeing.
Child and Adolescent Mental Health Service (CAMHS)	An NHS service who support children and young people with mental health difficulties and their families.
Colourful Semantics	A programme to teach children to speak in grammatically correct sentences.
Differentiation	The process of adapting the curriculum to suit the needs of learners of a range of abilities.
Education, Health and Care Plan (EHCP)	An EHC Plan is a legal document that states what support a child or young person with special educational needs aged 0-25 should have. EHC Plans have replaced the Statements of Special Educational Needs.
Educational Psychologist (EP/Ed Psych)	Educational Psychologists are part of RBWM Psychology, Wellbeing and Schools Support Service. They work with schools and the local community to improve children and young people's aged 0-19 years (up to 25 years with significant SEND) learning, well-being, development and achievement.
Emotional Literacy Support Assistant (ELSA)	Teaching assistants who have received extra training to support the emotional wellbeing of children and young people.
Nurture Group	Nurture groups assess learning and social and emotional needs and give the necessary help to remove the barriers to learning. There is a great emphasis on language development and communication.
Occupational Therapy (OT)	A service who support the assessment and intervention of young people with health conditions
Personal Social Health Education (PSHE/PSE)	A whole class curriculum of learning from the government to support children's understanding of personal, social and health issues
Support plan	In individual plan showing the targets for a pupil and how they will be supported either in class or in and intervention.
Quality First Teaching (QFT)	Highly effective teaching through carefully planned and engaging lessons which meet the needs of all learners
Royal Borough of Windsor and Maidenhead (RBWM)	The Local Authority/Council

SALT/ S&L	Speech and language therapy to support children's communication skills
Scaffolding	Providing the support needed for a child to develop a skill, reducing that support as the child becomes more competent and independent.
SEMH	Social, Emotional and Mental Health
SEND	Special Educational Needs and/or Disabilities
Shine	An outreach service who support children on the Autism spectrum in mainstream schools
ARBOR	The school management information system: creates and records registers and stores pupil data.
SMART targets	Targets set with young people's progress in mind, which are Specific, Measurable, Achievable and Realistic, and set against an appropriate timescale
Special Educational Needs Co-ordinator (SENDCo)	This is the member of staff of a school who has responsibility for co-ordinating special educational needs provision within that school.

